

Beyond Telling Ain't Training Fieldbook/Telling Ain't Training, 2nd edition Errata

As published in the *Beyond Telling Ain't Training Fieldbook*

Chapter 1:

p. 1: *Telling Ain't Training* refers to numerous “myths” throughout the book and even devotes an entire chapter (chapter 10) (**chapter 12**) to dispelling some of these.

Chapter 2:

p. 6: Chapters 3 through 12 of this *Fieldbook* mirror *Telling Ain't Training* (**1st edition**) chapter by chapter.

Chapter 6:

p. 46: (Review pages 32 to 34 (**pages 36-38**) of *Telling Ain't Training* for a more complete explanation.)

p. 50: Go back to pages 32 to 35 (**pages 36-40**) in *Telling Ain't Training* and review the differences between declarative and procedural knowledge.

Chapter 7:

p. 56: In *Telling Ain't Training* (pages 46–60), (**pages 52-57**) we selected four key adult learning principles and demonstrated how, by adhering to them, you can greatly enhance the effectiveness of the training you provide.

p. 57: Review the lists below (taken from pages 44–45 (**pages 50-51**) of *Telling Ain't Training*).

Chapter 8:

p. 64: Turn to pages 73–77 (**pages 84-87**) of *Telling Ain't Training* to review how you can use the Training Session Planning Sheet to create an initial design for learning.

Chapter 9:

p. 74: It combines elements from *Telling Ain't Training*, Tables 7-1 and 7-2 (pages 90 and 92), (**pages 102 and 103**) and then goes a little farther than both of those tables.

p. 76: In *Telling Ain't Training* (pages 95–104) (pages 107-116) we presented you with six major types of cognitive strategies.

p. 79: As a group, review the six cognitive strategies, with examples drawn from *Telling Ain't Training* (pages 95–104) (pages 107-116) and this chapter.

Chapter 10:

p. 84: In *Telling Ain't Training* we described each of the four approaches (pages 109–112). (pages 122-125)

p. 85: In *Telling Ain't Training* (chapter 8, pages 115–136), (pages 126-149) there are 25 highly engaging activities that readily convert to a wide array of uses in your training.

p. 85: Table 8-2 in *Telling Ain't Training* (page 135) (page 151) shows you what types of settings are most suited for each of the activities.

p. 92: Review the 25 examples in *Telling Ain't Training* (pages 115–134). (pages 126-149)

Chapter 11:

p. 104: If your memory of these is vague (in other words, if you are experiencing a lapse in declarative knowledge), then either return to *Telling Ain't Training* (pages 32–35) (pages 36-40) or to chapter 6 of this *Fieldbook* for a quick refresher.

p. 107: You can then use the Test Item Verification job aid from *Telling Ain't Training* (Checklist 9-1, page 155) (page 173) to make sure that your test item perfectly met the objective.

p. 108: The checklist is based on the guidelines for written tests in *Telling Ain't Training* (page 154). (pages 172-173)

p. 112: Chapter 10 (Chapter 12) of *Telling Ain't Training* devoted itself to training myths and lore.

Chapter 12:

p. 113: The purpose of chapter 10 (Chapter 12) in *Telling Ain't Training* was to help you do this.

p. 118: Review the 12 hit-or-myth statements in *Telling Ain't Training* (pages 161–166) (pages 228-235) and have your group decide whether each is a hit or a myth.